



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF LEGISLATION AND CONGRESSIONAL AFFAIRS

Reference Grant Award Number: #S371C200007  
ARIZONA

ARIZONA, DEPARTMENT OF EDUCATION has been selected to receive funding under the STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM (84.371C). This grant will be in the amount of \$4,000,000.00 for the first budget period (10/01/2020 through 09/30/2021). It is anticipated that the grant will be for a total of 5 year(s). Please see the attached abstract for a brief description of the activities that will be funded under this grant.

The contact at the ARIZONA, DEPARTMENT OF EDUCATION is:

JASON CLARK  
ARIZONA, DEPARTMENT OF EDUCATION  
1535 W. JEFFERSON ST. BIN #15  
PHOENIX, AZ 85007  
(602) 542-8812

**Purpose of the Program STRIVING READERS COMPREHENSIVE LITERACY GRANT**

Purpose of the Striving Readers Comprehensive Literacy Grant Program is to advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited-English-proficient students and students with disabilities. Funds will support State subgrants to local education agencies or other eligible entities for said purpose.

**Arizona Department of Education (AZ) (\$4,000,000)** will improve child literacy skills, instructional staff capacity on the Science of Reading, and strengthen collaboration to drive efficiency and innovation to accelerate language and literacy outcomes from birth to grade 12 in high-needs schools and qualified opportunity zones serving Arizona's most-disadvantaged students. Arizona serves 1,110,851 students in 2,887 K-12 school settings with 47,867 full-time teachers across the state. More than half of Arizona's students (50.4%) are identified as being of low socioeconomic status; 11.8% as students with disabilities; 7.9% as English language learners; and 4.5% as Native American. Funds will be competitively awarded to 15-25 sub-grantees encompassing early childhood programs, local education agencies, and education community consortiums whose proposals include activities designed to address gaps identified by local needs assessments through intentional professional development and coaching supports and strong to moderate evidence-based literacy strategies. The proposed outcomes include improved literacy achievement of children served by sub-grantees, as reflected through: 1) an increase in the percentage of students meeting widely-held expectations in oral language and emerging literacy skills or who meet or exceed proficiency on benchmarks or state assessments; 2) a 25% increase in sub-grantee educators and instructional staff trained in science of reading; and (3) improved systems supports focused on efficiency, innovation, and evidence-based practices.